

Ohio Literacy Conference for K-3rd Grade Teachers

December 8, 2011 - December 9, 2011

D-1 Building Strong Readers with On-Going Assessment (Gr. K-3)

Pat Johnson

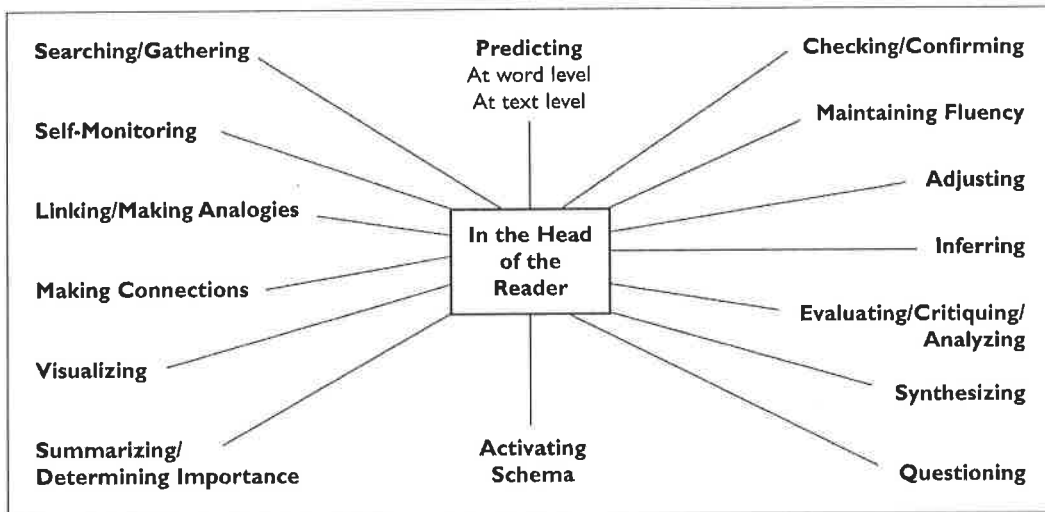
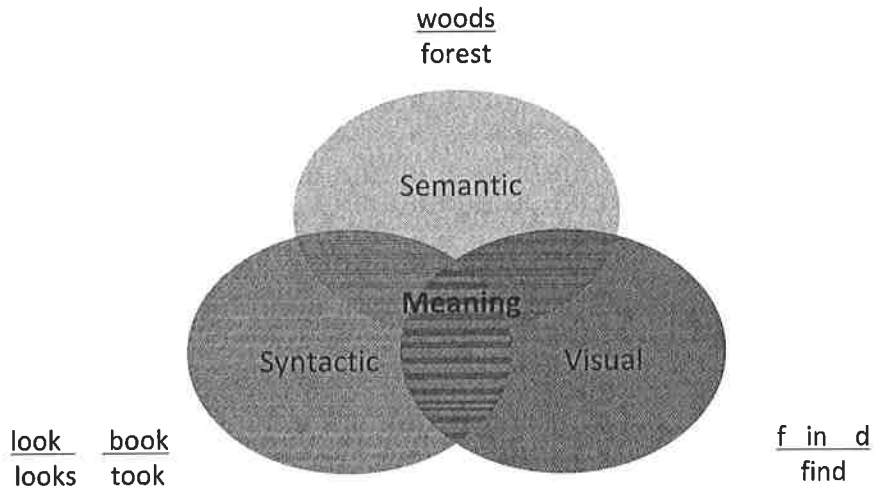
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Sources of Information:



Adapted from Schulman 2006, Fountas and Pinnell 2001, and Johnson 2006.

Adapted from Schulman, *Guided Reading in Grades 3-6*

Pinnell & Fountas, *Guiding Readers & Writers, 3-6*

Johnson, *One Child at a Time*

What does the child do when he is stuck?

- Predict
- Search
- Self-Monitor
- Active or Passive
- Flexible
- Use multiple attempts
- Fluent in his problem-solving

Running records

➤ Coding

➤ Calculations

➤ Analysis

How many? How often?

- Create a class; specify time of year
- Example: 23 students; Jan. of grade 1
- 5 above grade level – once a quarter
- 5 on grade level – one every 4 weeks
- 6 at Level 7/8 – one every 3 weeks
- 4 at Level 4/5 – one every 2 weeks
- 3 at Level 2/3 – one a week

Work with a partner on the separate sheet:

What would you expect to see on a running record if a child is starting to gain control of:

- Predicting
- Searching & Gathering
- Using visual information
- Self-monitoring
- Using balance/cross checking
- Linking
- Making multiple attempts

When reviewing running records, think about:

- What is the child able to do?
- What is his processing like? (think strategies)
- What does he do at the point of difficulty?
- What does he need to learn?
- How will you teach that?
- What prompt might you use?
- How will you determine if the child “took on” what you are teaching for?
- *Was there a fluency issue?*
- *Was there a comprehension issue?*

Fluency is not always coded on a running record, however...

- Put dashes under the check marks in a place where the student read in a very choppy manner.
- Loop several check marks together in a place where a student read in groups of words/fluently.

Comprehension is not marked/coded explicitly on a running record. However...

- Discussions with the student
- Self-monitoring behaviors
- Self-corrections
- Word substitutions
- The child's phrasing
- The child's reactions

All of the above will give you indications of comprehension.

L2
W44

PAGE	TITLE AND LEVEL:	TOTALS		Information used	
		E	SC	E MSV	SC MSV
2	✓✓/R ✓✓ stores 7sc Shopping ✓			1	(MSV)
4	✓✓ ✓✓ door doors		1		(MSV)
6	✓✓ ✓✓ airplane helicopter		1		(MSV)
8	✓ reads went ✓/R ✓✓✓	1		1	(MSV) (MSV)
10	✓✓ ✓✓✓✓				
12	✓✓ ✓✓✓ Shop Store		1		(MSV)
14	✓✓ ✓✓✓ store Shop		1		(MSV)
16	✓✓✓				

Examine the running records at your table and discuss:

- What is this child able to do? Control or partial control?
- What does she need to learn how to do?
- Talk about how you teach, model, support, or prompt for that strategic action.
- What would you expect to see in future running records?

Think about:

Did the child do well on the running record because you supported the process building well on the first read?

OR

because you gave lots of 'tolds' and she remembered them?

Mary Fried

Reading Recovery conference presentation

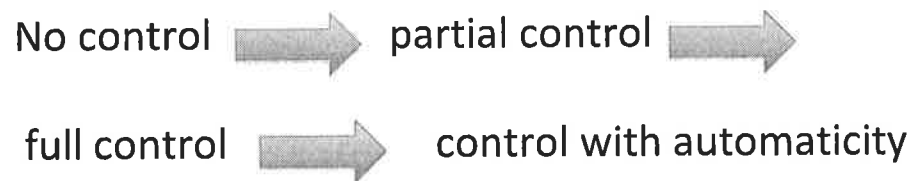
“Self-correcting behavior is one reliable marker of processing.”

Marie Clay

Change Over Time, p. 208

Heinemann, 2001

Give self-correcting opportunities early on.



Balanced Literacy Approach

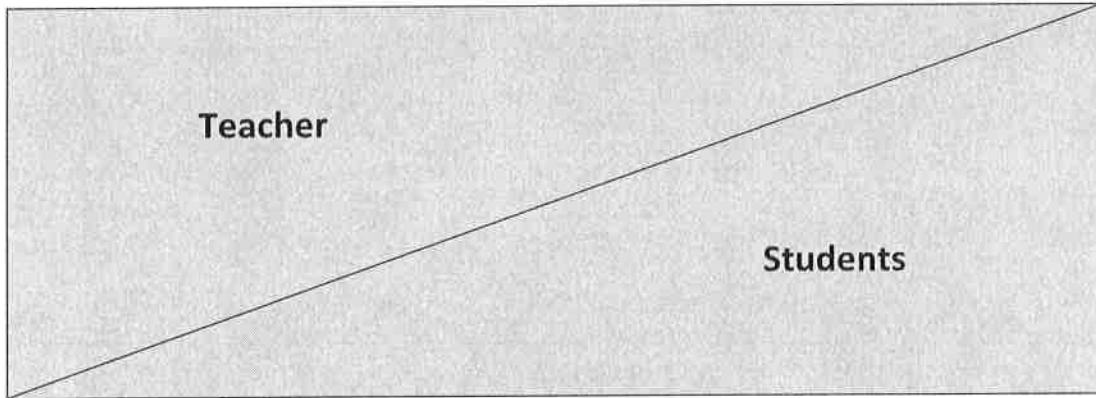
To-With-By

Modeled Writing

Shared Writing

Interactive Writing

Independent Writing



Read Aloud

Shared Reading

Guided Reading

Independent Reading

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Ohio K-3 Literacy Conference
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Catching Readers Before They Fall: Supporting Readers Who Struggle K-4, Johnson & Keier, 2010
One Child at a Time: Making the Most of Your Time with Struggling Readers, K-6, Johnson
www.stenhouse.com

List of Related Citations

Building Strong Readers with On-going Assessment

Presented by Staff Development for Educators (SDE), Pat Johnson, Literacy Consultant

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